

3.L.1.1. Students are able to **identify** the basic structures, functions, and needs of plants in relation to their environment.

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Identify – select from given information

Key Terms Defined:

Basic structures – roots, stems, leaves, flowers

Function – purpose

Needs of plants – soil, sunlight, air, and water

Teacher Speak:

Students are able to identify (select from given information) the basic structures (roots, stems, leaves, flowers), functions (purpose), and needs of plants (soil, sunlight, air, and water) in relation to their environment.

Student Speak:

I can select from given information (identify)

- the roots, stems, leaves, and flowers (basic structures)
 - purpose (function) of the roots, stems, leaves, and flowers
 - (needs of plants) soil, sunlight, air, and water in relation to their environment.
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3.L.1.2. Students are able to **identify** characteristic features of animals and their related functions in relation to their environment

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Identify – to select from given information

Key Terms Defined:

Function - purposes

Teacher Speak:

Students are able to identify (to select from given information) characteristic features of animals and their related functions (purposes) in relation to their environment.

Student Speak:

I can select from given information (identify) characteristic features of animals and their related purposes (functions) in relation to their environment.

3.L.1.3. Students are able to **describe** life cycles, including growth and metamorphosis, of familiar organisms

Webb Level: 3

Bloom: Comprehension

Verbs Defined:

Describe – to tell in words and/or numbers

Key Terms Defined:

Life cycles – repeated stages

Metamorphosis – a change in body

Organisms – living things

Teacher Speak:

Students are able to describe (to tell in words and/or numbers) life cycles (repeated stages), including growth and metamorphosis (a change in body) of familiar organisms (living things).

Student Speak:

I can tell in words and/or numbers (describe) the repeated stages (life cycle) including growth and a change in body (metamorphosis) living things(organisms).

3.L.2.1. Students are able to **explain** how animals instinctively meet basic needs in their environment.

Webb Level: 3

Bloom: Analysis

Verbs Defined:

Explain – to give reasons for

Key Terms Defined:

Basic needs – food, water, and shelter

Teacher Speak:

Students are able to explain (to give reasons for) how animals instinctively meet basic needs (food, water, and shelter) in their environment.

Student Speak:

I can give reasons for (explain) how animals instinctively get food, water, and shelter (basic needs) in their environment.

3.L.3.1. Students are able to **describe** how species depend on one another and on the environment for survival.

Webb Level: 3

Bloom: Comprehension

Verbs Defined:

Describe – to tell in words and/or numbers

Key Terms Defined:

Species – related organisms that can produce offspring

Teacher Speak:

Students are able to describe (to tell in words and/or numbers) how species (related organisms that can produce offspring) depend on one another and on the environment for survival.

Student Speak:

I can tell in words and/or numbers (describe) how related organisms that can produce offspring (species) depend on one another and on the environment for survival.

3.L.3.2. Students are able to **explain** how environments support a diversity of plants and animals.

Webb Level: 3

Bloom: Comprehension

Verbs Defined:

Explain – to give reasons for

Key Terms Defined:

None defined

Teacher Speak:

Students are able to explain (to give reasons for) how environments support a diversity of plants and animals.

Student Speak:

I can give reasons for (explain) how environments support a diversity of plants and animals.

3.L.3.3. Students are able to **describe** ways humans impact air, water, and habitat quality.

Webb Level: 2

Bloom: Comprehension

Verbs Defined:

Describe – to tell in word and/or numbers

Key Terms Defined:

Habitat – a place where a plant or animal naturally lives

Ways humans impact – pollution and recycling

Teacher Speak:

Students are able to describe (to tell in words and/or numbers) ways humans impact (pollution and recycling) air, water, and habitat (a place where a plant or animal naturally lives) quality.

Student Speak:

I can tell in words and/or numbers (describe) how pollution and recycling (ways humans impact) affects the quality of air, water, and a place where a plant or animal naturally lives (habitat).

*Students should be able to define pollution for this standard to be mastered.

3.L.3.4. Students are able to **examine** fossils and **describe** how they provide evidence of change in organisms.

Webb Level: 3

Bloom: Application

Verbs Defined:

Examine – to observe with a purpose

Describe – to tell in word and/or numbers

Key Terms Defined:

Fossils – a rock that forms from a once living organism

Organisms – living things

Teacher Speak:

Students are able to examine (to observe with a purpose) fossils (a rock that forms from a once living organism) and describe (to tell in word and/or numbers) how they provide evidence of change in organisms (living things).

Student Speak:

I can observe with a purpose (examine) a rock that forms from a once living organism (fossils) and tell in word and/or numbers (describe) how they provide evidence of change in living things (organisms).